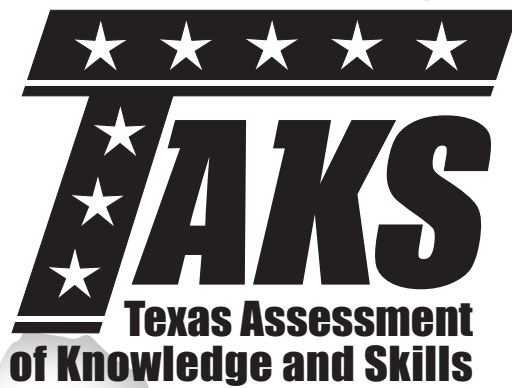


August 2004



Information Booklet

Social Studies Exit Level

Texas Education Agency • Student Assessment Division

INTRODUCTION

The Texas Assessment of Knowledge and Skills (TAKS) is a completely reconceived testing program. It assesses more of the Texas Essential Knowledge and Skills (TEKS) than the Texas Assessment of Academic Skills (TAAS) did and asks questions in more authentic ways. TAKS has been developed to better reflect good instructional practice and more accurately measure student learning. We hope that every teacher will see the connection between what we test on this new state assessment and what our students should know and be able to do to be academically successful. To provide you with a better understanding of TAKS and its connection to the TEKS and to classroom teaching, the Texas Education Agency (TEA) has developed this newly revised edition of the TAKS information booklet. The information booklets were originally published in January 2002, before the first TAKS field test. Now, after several years of field tests and live administrations, we are able to provide an even more comprehensive picture of the testing program. We have clarified some of the existing material and, in some cases, provided new sample items and/or more explanations of certain item types. However, it is important to remember that these clarifications do not signify any change in the TAKS testing program. The objectives and TEKS student expectations assessed on TAKS remain unchanged. We hope this revised version of the TAKS information booklet will serve as a user-friendly resource to help you understand that the best preparation for TAKS is a coherent, TEKS-based instructional program that provides the level of support necessary for all students to reach their academic potential.

BACKGROUND INFORMATION

The development of the TAKS program included extensive public scrutiny and input from Texas teachers, administrators, parents, members of the business community, professional education organizations, faculty and staff at Texas colleges and universities, and national content-area experts. The agency took these steps to involve as many stakeholders as possible because we believed that the development of TAKS was a responsibility that had to be shared if this new assessment was to be an equitable and accurate measure of learning for all Texas public school students.

The three-year test-development process, which began in summer 1999, included a series of carefully conceived activities. First, committees of Texas educators identified those TEKS student expectations for each grade and subject area assessed that should be tested on a statewide assessment. Then a committee of TEA Student Assessment and Curriculum staff incorporated these selected TEKS student expectations, along with draft objectives for each subject area, into eleventh-grade exit level surveys. These surveys were sent to Texas educators at the middle school and secondary levels for their review. Based on input we received from more than 27,000 survey responses, we developed a second draft of the objectives and TEKS student expectations. In addition, we used this input during the development of draft objectives and student expectations for grades 3 through 10 to ensure that the TAKS program, like the TEKS curriculum, would be vertically aligned. This vertical alignment was a critical step in ensuring that the TAKS tests would become more rigorous as students moved from grade to grade. For example, the fifth grade tests would be more rigorous than the fourth grade tests, which would be more rigorous than the third grade tests. Texas educators felt that this increase in rigor from grade to grade was both appropriate and logical since each subject-area test was closely aligned to the TEKS curriculum at that grade level.

In fall 2000 TEA distributed the second draft of the objectives and TEKS student expectations for eleventh grade exit level and the first draft of the objectives and student expectations for grades 3 through 10 for review at the campus level. These documents were also posted on the Student Assessment Division’s website to encourage input from the public. Each draft document focused on two central issues: first, whether the objectives included in the draft were essential to measure on a statewide assessment; and, second, whether students would have received enough instruction on the TEKS student expectations included under each objective to be adequately prepared to demonstrate mastery of that objective in the spring of the school year. We received more than 57,000 campus-consensus survey responses. We used these responses, along with feedback from national experts, to finalize the TAKS objectives and student expectations. Because the state assessment was necessarily limited to a “snapshot” of student performance, broad-based input was important to ensure that TAKS assessed the parts of the TEKS curriculum most critical to students’ academic learning and progress.

In the thorough test-development process that we use for the TAKS program, we rely on educator input to develop items that are appropriate and valid measures of the objectives and TEKS student expectations the items are designed to assess. This input includes an annual educator review and revision of all proposed test items before field-testing and a second annual educator review of data and items after field-testing. In addition, each year a panel of recognized experts in the fields of English language arts (ELA), mathematics, science, and social studies meet in Austin to critically review the content of each of the high school level TAKS assessments to be administered that year. This critical review is referred to as a content validation review and is one of the final activities in a series of quality-control steps to ensure that each high school test is of the highest quality possible. A content validation review is considered necessary at the high school grades (9, 10, and 11) because of the advanced level of content being assessed.

ORGANIZATION OF THE TAKS TESTS

TAKS is divided into test objectives. It is important to remember that the objective statements are not found in the TEKS curriculum. Rather, the objectives are “umbrella statements” that serve as headings under which student expectations from the TEKS can be meaningfully grouped. Objectives are broad statements that “break up” knowledge and skills to be tested into meaningful subsets around which a test can be organized into reporting units that help campuses, districts, parents, and the general public understand the performance of our students and schools. Test objectives are not intended to be “translations” or “rewordings” of the TEKS. Instead, the objectives are designed to be identical across grade levels rather than grade specific. Generally, the objectives are the same for third grade through eighth grade (an elementary/middle school system) and for ninth grade through eleventh grade (a high school system). In addition, certain TEKS student expectations may logically be grouped under more than one test objective; however, it is important for you to understand that this is not meaningless repetition—sometimes the organization of the objectives requires such groupings. For example, on the TAKS writing tests for fourth and seventh grades, some of the same student expectations addressing the conventions of standard English usage are listed under both Objective 2 and Objective 6. In this case, the expectations listed under Objective 2 are assessed through the overall strength of a student’s use of language conventions on the written composition portion of the test; these same expectations under Objective 6 are assessed through multiple-choice items attached to a series of revising and editing passages.

ORGANIZATION OF THE INFORMATION BOOKLETS

The purpose of the information booklets is to help Texas educators, students, parents, and other stakeholders understand more about the TAKS tests. These booklets are not intended to replace the teaching of the TEKS curriculum, provide the basis for the isolated teaching of skills in the form of narrow test preparation, or serve as the single information source about every aspect of the TAKS program. However, we believe that the booklets provide helpful explanations as well as show enough sample items, reading and writing selections, and prompts to give educators a good sense of the assessment.

Each grade within a subject area is presented as a separate booklet. However, it is still important that teachers review the information booklets for the grades both above and below the grade they teach. For example, eighth grade mathematics teachers who review the seventh grade information booklet as well as the ninth grade information booklet are able to develop a broader perspective of the mathematics assessment than if they study only the eighth grade information booklet.

The information booklets for each subject area contain some information unique to that subject. For example, the mathematics chart that students use on TAKS is included for each grade at which mathematics is assessed. However, all booklets include the following information, which we consider critical for every subject-area TAKS test:

- an overview of the subject within the context of TAKS
- a blueprint of the test—the number of items under each objective and the number of items on the test as a whole
- information that clarifies how to read the TEKS
- the reasons each objective and its TEKS student expectations are critical to student learning and success
- the objectives and TEKS student expectations that will be included on TAKS
- additional information about each objective that will help educators understand how it is assessed on TAKS
- sample items that show some of the ways objectives are assessed

General Introduction to the TAKS Information Booklet for Social Studies

The study of social studies is a process that develops from kindergarten through high school. This process helps students understand their place in the world and their role as responsible citizens. Social studies education enables students to develop critical-thinking skills, to prepare to participate productively in society, and to expand their horizons to include people and places far removed from their daily lives. The establishment of social studies as a graduation requirement in Texas's assessment program attests to its importance and will further encourage students' intellectual and civic growth.

History is important to students because past events provide context for understanding both present and future challenges. Students learn to seek information before forming opinions and to distinguish fact from opinion and bias from objectivity. Geography works hand in hand with the study of history. Where events occur has much to do with why they occur. Geography provides a basis for understanding nature and the influence of climate and terrain on human cultures. In addition, geography plays a significant role in the growing global economy.

While the successful demonstration of social studies knowledge and skills is now a graduation requirement, this is only the most basic reason for students to develop social studies literacy. The greatest benefit—not just to Texas students but also to the state of Texas as a whole—will come from the broadened perspective that a solid social studies education provides.

The Importance of Understanding Social Studies Curriculum at All Grade Levels

The social studies TAKS are designed to assess those portions of the Texas state-mandated curriculum (TEKS) deemed essential to measure by Texas educators, administrators, and other stakeholders. Beginning in kindergarten, the social studies curriculum builds a skills and content foundation that continues to develop through high school. In other words, the curriculum is vertically aligned. Vertical alignment is crucial, since concepts and skills cross grade levels. Social studies and history teachers should have knowledge of the social studies curriculum at all grade levels, K–12. Optimally, there is a dialogue between elementary, middle school, and high school teachers to promote the development of vertical teams and provide access to professional development. Vertical social studies teams should extend throughout high school since several courses are assessed on the high school TAKS, United States History Since Reconstruction, World History Studies, World Geography Studies, and portions of the eighth grade social studies course.

Reading the Social Studies Information Booklet

The curriculum is designed so that these basic social studies concepts and skills can be strengthened from grade to grade. Because the TAKS measure and are aligned to the TEKS, the five social studies assessment objectives remain the same across the three grade levels assessed.

Social Studies Objectives for Grades 8, 10, and Exit Level

Objective 1: The student will demonstrate an understanding of issues and events in U.S. history.

Objective 2: The student will demonstrate an understanding of geographic influences on historical issues and events.

Objective 3: The student will demonstrate an understanding of economic and social influences on historical issues and events.

Objective 4: The student will demonstrate an understanding of political influences on historical issues and events.

Objective 5: The student will use critical-thinking skills to analyze social studies information.

TAKS Social Studies Blueprints for Grades 8, 10, and Exit Level

The TAKS blueprints establish the length of each subject-area/grade-level test and the number of test items measuring each objective. These blueprints provide consistency from one test administration to the next. Each blueprint reflects an appropriate distribution of the TEKS across objectives and ensures a variety of student expectations eligible for assessment.

TAKS Objectives	Grade 8	Grade 10	Exit Level
Objective 1: History	13	7	13
Objective 2: Geography	6	12	9
Objective 3: Economics and Social Influences	9	7	13
Objective 4: Political Influences	12	12	9
Objective 5: Social Studies Skills	8	12	11
Total number of items	48	50	55

Sample Items

This booklet also includes sample items. These sample items are included at the end of each objective to assist educators as they develop instructional strategies to teach the content and skills in the state-mandated curriculum (TEKS). The selection of items is not intended to represent all the possible ways that a student expectation may be assessed. The items are also not intended to be used as models for test preparation worksheets, which should be unnecessary if the curriculum is being addressed daily in the classroom.

World History Studies and World Geography Studies

Texas high school students are required to earn three and one-half social studies credits to satisfy the Recommended High School Graduation Program. All students must earn one credit for completing the United States History Since Reconstruction course and one-half credit for completing the United States Government course. Students must also earn one credit each for completing the World Geography Studies course and the World History Studies course. Students are required to earn two and one-half social studies credits to satisfy the minimum graduation plan. However, students permitted to graduate by following the minimum graduation plan must earn one credit from one of the world studies courses in addition to the United States History Since Reconstruction course. Both the tenth grade assessment and the exit level assessment include TEKS from both World History Studies and World Geography Studies. Since students following the minimum graduation plan are not required to take both of these courses, the student expectations eligible for assessment from each course are grouped with one or more correlating student expectations from the other course. The object of the correlation system is to ensure that students who have taken either world studies course will be prepared to answer items developed from the World History Studies and World Geography Studies TEKS.

To assist educators in understanding the correlation system, the Student Assessment and Curriculum Divisions of the Texas Education Agency have prepared a side-by-side correlation guide located in the appendix of this booklet. This guide will help teachers deepen their understanding of the connections between these two courses.

Exit Level

A Key to Understanding the TEKS Included on TAKS

Example from Exit Level Social Studies, Objective 5

- A** → (WG21) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to
- B** → **C** → (C) [construct and] interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change (correlates with WH11B and WH12C).
- D** →

KEY

A. Knowledge and Skills Statement

This broad statement describes what students should know and be able to do for the exit level social studies test. The number preceding the statement identifies the number of the knowledge and skills statement. It is important to read the knowledge and skills statement along with the student expectations associated with it for a full understanding of the concept.

B. Student Expectation

This specific statement describes what students should be able to do to demonstrate proficiency in what is described in the knowledge and skills statement. Students will be tested on skills outlined in the student expectation statement.

C. [bracketed text]

The student expectation has been presented in its entirety for two reasons: to clarify the link to the curriculum and to provide background information for test items. However, bracketed text will not be specifically tested on the TAKS.

D. (Correlations)

Test items included for TEKS with correlations will be designed so that students taking either world history or world geography should be able to respond equally well.

NOTE: The full TEKS curriculum can be found at <http://www.tea.state.tx.us/teks/>.

TEKS STUDENT EXPECTATIONS—IMPORTANT VOCABULARY

For every subject area and grade level, two terms—*such as* and *including*—are used to help make the TEKS student expectations more concrete for teachers. However, these terms function in different ways. To help you understand the effect that each of the terms has on specific student expectations, we are providing the following:

- a short definition of each term
- an example from a specific student expectation for this subject area
- a short explanation of how this term affects this student expectation

Such as

The term *such as* is used when the specific examples that follow it function only as representative illustrations that help define the expectation for teachers. These examples are just that—examples. Teachers may choose to use them when teaching the student expectation, but there is no requirement to use them. Other examples can be used in addition to those listed or as replacements for those listed.

Example from World Geography Studies

WG10(C) compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus market-oriented agriculture or cottage industries versus commercial industries (correlates with WH14C).

In the example above, educators may choose to focus on any of the various modes of production used in different areas of the world. This student expectation provides examples of contrasting modes of production. These examples help clarify the types of comparisons (i.e., scale of production) students should be able to make between different economic systems.

Including

The term *including* is used when the specific examples that follow it must be taught. However, other examples may also be used in conjunction with those listed.

Example from the Grade 8 Social Studies Course

8.18(B) describe historical conflicts arising over the issue of states' rights, including the Nullification Crisis and the Civil War.

In the example above, educators may choose to focus on various conflicts arising over the issue of states' rights. Although this student expectation requires educators to teach the Nullification Crisis and the Civil War, it does not imply that these are the only conflicts over the issue of states' rights that should be taught and assessed.

Remember

For the TAKS tests, teachers should remember two things with regard to these terms.

- Any example preceded by the term *such as* in a particular student expectation may or may not provide the basis for an item assessing that expectation. Because these examples do not necessarily have to be used to teach the student expectation, it is equally likely that other examples will be used in assessment items. The rule here is that an example should be used only if it is central to the knowledge, concept, or skill the item assesses.
- It is more likely that some of the examples preceded by the term *including* in a particular student expectation will provide the basis for items assessing that expectation, since these examples must be taught. However, it is important to remember that the examples that follow the term *including* do not represent all of the examples possible, so other examples may also provide the basis for an assessment item. Again, the rule here is that an example should be used only if it is central to the knowledge, concept, or skill the item assesses.

TAKS Social Studies Assessment—Exit Level, Objective 1

Objective 1 is a history objective and consists of TEKS that pertain to major issues and events in American history. This objective contains knowledge and skills statements and student expectations from both the Grade 8 Social Studies and United States History Since Reconstruction courses. The objective focuses primarily on the events, issues, and individuals preceding and immediately following U.S. involvement in World Wars I and II. The knowledge and skills statements and student expectations describe many of the significant national and international decisions and conflicts of U.S. history during the 20th century. When teaching the high school TEKS student expectations in this objective, teachers should emphasize the historical factors surrounding major issues during this time period and their influences on American life today, such as the emergence of the United States as a world power between 1891 and 1920 and the impact of decisions made during World War II and the Cold War.

Objective 1 contains four eighth grade student expectations pertaining to early American history. These student expectations focus on the founding and growth of the United States. When teaching the eighth grade TEKS student expectations in this objective, teachers should focus on the main issues and individuals involved in the American Revolution and the efforts to create a U.S. Constitution. They should also stress how the grievances listed in the Declaration of Independence were addressed in the U.S. Constitution and the Bill of Rights.

By studying the portions of the curriculum listed in Objective 1, students will gain an understanding of the early development of their nation and the emergence of their nation as a world power in the 20th century. They will understand the short-term and long-term consequences of important events that occurred during this time period. Knowledge of their country's development gives students a sense of their historical past. The more students know about the historical events that have shaped their country, the more they can understand why these events occurred and how these events affect America's present course. In short, having the ability to look back prepares students for their future role as informed citizens capable of participating fully in American society.

Objective 1

The student will demonstrate an understanding of issues and events in U.S. history.

- (8.1) **History.** The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to
 - (C) explain the significance of the following dates: [1607,] 1776, 1787, [1803,] and 1861–1865.
- (8.4) **History.** The student understands significant political and economic issues of the revolutionary era. The student is expected to
 - (B) explain the roles played by significant individuals during the American Revolution, including [Samuel Adams, Benjamin Franklin, King George III,]

Thomas Jefferson, [the Marquis de Lafayette, Thomas Paine,] and George Washington; and

- (C) explain the issues surrounding [important events of] the American Revolution, including declaring independence; [writing] the Articles of Confederation, [fighting the battles of Lexington, Concord, Saratoga, and Yorktown; and signing the Treaty of Paris].

(8.16) **Government.** The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to

- (C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights.

(US1) **History.** The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to

- (A) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;
- (B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and
- (C) explain the significance of the following dates: 1898, 1914–1918, 1929, 1941–1945, [and 1957].

(US3) **History.** The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to

- (A) explain why significant events and individuals, including the Spanish-American War, U.S. expansionism, [Henry Cabot Lodge, Alfred Thayer Mahan,] and Theodore Roosevelt, moved the United States into the position of a world power;
- (B) identify the reasons for U.S. involvement in World War I, including unrestricted submarine warfare; and
- (D) analyze major issues raised by U.S. involvement in World War I, Wilson’s Fourteen Points, and the Treaty of Versailles.

(US5) **History.** The student understands significant individuals, events, and issues of the 1920s. The student is expected to

- (A) analyze causes and effects of significant issues such as immigration, the Red Scare, Prohibition, and the changing role of women; and
- (B) analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, and Charles A. Lindbergh.

(US6) **History.** The student understands the impact of significant national and international decisions and conflicts from World War II and the Cold War to the present on the United States. The student is expected to

- (A) identify reasons for U.S. involvement in World War II, including the growth of dictatorships and the attack on Pearl Harbor;
- (B) analyze major issues and events of World War II such as fighting the war on multiple fronts, the internment of Japanese-Americans, the Holocaust, the battle of Midway, the invasion of Normandy, and the development of and Harry Truman's decision to use the atomic bomb;
- (D) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, [and the Berlin airlift];
- (E) analyze the conflicts in Korea and Vietnam and describe their domestic and international effects; and
- (F) describe the impact of the GI Bill, [the election of 1948,] McCarthyism, and Sputnik I.

Objective 1—For Your Information

The following list contains some of the issues students must understand to respond to questions related to Objective 1:

- how dates specifically listed in this portion of the curriculum are essential to understanding American history;
- why and how the American Revolution and the drafting of the U.S. Constitution occurred;
- how specific individuals listed in this objective helped move the United States into the position of a world power;
- how specific individuals, events, and issues listed in this objective were involved in the prosperity of the 1920s;
- why the United States was involved in World War II;
- how the United States dealt with major issues of World War II; and
- how the United States responded to Soviet aggression after World War II and during the Korean and Vietnam conflicts.

Objective 1 Sample Items

- 1 One major factor that encouraged colonists in North America to declare independence from Great Britain was the —
- A* imposition of taxes on the colonists without their consent
 - B use of the British fleet against the French navy
 - C failure of the British government to protect the slave trade
 - D establishment of an official state religion in the colonies

(8.4)(C)

Use the information in the box and your knowledge of social studies to answer the following question.

Selected Government Reforms

- Federal income tax
- Direct election of senators
- Child labor laws
- Initiative, referendum, and recall

- 2 All of the reforms in the box were enacted during —
- A Reconstruction
 - B* the Progressive Era
 - C the Great Depression
 - D World War II

(US1)(A)

- 3 The Red Scare, a period of anticommunist hysteria in the United States during 1919 and 1920, was largely a response to the —
- A signing of the Treaty of Versailles
 - B creation of the first U.S. labor unions
 - C* Bolshevik Revolution in Russia
 - D implementation of Prohibition

(US5)(A)

- 4 One example of President Truman's response to Communist aggression after World War II was the Marshall Plan. This plan —
- A created the House Committee on Un-American Activities
 - B* provided funding for the economic reconstruction of Western Europe
 - C established an alliance with Great Britain and France to decolonize Africa
 - D provided military training for Latin American soldiers

(US6)(D)

TAKS Social Studies Assessment—Exit Level, Objective 2

Objective 2 is the geography objective and consists of TEKS from three social studies courses: United States History Since Reconstruction, World Geography Studies, and World History Studies. The knowledge and skills statements and student expectations in this objective examine the movement of people and ideas as well as the patterns and processes of settlement. When teaching the student expectations in this objective, teachers should focus on the ways that processes such as trade can spread ideas, material goods, and even diseases such as bubonic plague. Students should understand how to read and recognize patterns on maps, charts, and other graphic models from a geographic standpoint.

Students who gain this kind of knowledge and understanding will recognize and appreciate the geographic issues that affect their daily lives. Examples of these issues at a local level are the development of traffic routes in towns or cities; debates regarding land use, such as agriculture versus real estate development; the effects of drought on water use; and the movement of migrant workers in search of work. On a global level, students who gain geographic knowledge and understanding will recognize and appreciate how events and issues in other parts of the world affect their daily lives. An example is the production in other countries of energy sources and material goods to be used in the United States. A solid understanding of geography concepts from both the past and present enables students to participate in and make informed decisions about local, regional, and international geographic issues.

Objective 2

The student will demonstrate an understanding of geographic influences on historical issues and events.

(US8) **Geography.** The student uses geographic tools to collect, analyze, and interpret data. The student is expected to

(B) [pose and] answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, [and databases].

(US9) **Geography.** The student understands the impact of geographic factors on major events. The student is expected to

(A) analyze the effects of physical and human geographic factors on major events including the building of the Panama Canal.

(US10) **Geography.** The student understands the effects of migration and immigration on American society. The student is expected to

(A) analyze the effects of changing demographic patterns resulting from migration within the United States; and

- (B) analyze the effects of changing demographic patterns resulting from immigration to the United States.
- (US11) **Geography.** The student understands the relationship between population growth and modernization on the physical environment. The student is expected to
- (A) identify the effects of population growth [and distribution and predict future effects] on the physical environment.
- (WG1) **History.** The student understands how geographic contexts (the geography of places in the past) and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to
- (A) analyze the effects of physical and human geographic patterns and processes on events in the past [and describe their effects on present conditions, including significant physical features and environmental conditions that influenced migration patterns in the past and shaped the distribution of culture groups today] (correlates with WH12B); and
 - (B) trace the spatial diffusion of a phenomenon and describe its effects on regions of contact such as the spread of bubonic plague, the diffusion and exchange of foods between the New and Old Worlds, [or the diffusion of American slang] (correlates with WH11B).
- (WG6) **Geography.** The student understands the types and patterns of settlement, the factors that affect where people settle, and processes of settlement development over time. The student is expected to
- (A) [locate settlements and] observe patterns in the size and distribution of cities using maps, graphics, and other information (correlates with WH26C).
- (WH23) **Science, technology, and society.** The student understands how major scientific and mathematical discoveries and technological innovations have affected societies throughout history. The student is expected to
- (A) give examples of [major mathematical and scientific discoveries and] technological innovations that occurred at different periods in history and describe the changes produced by these discoveries and innovations (correlates with WG19A and WG20A).

Objective 2—For Your Information

The following list contains some of the issues students must understand to respond to questions related to Objective 2:

- how questions about geography can be answered by interpreting maps, graphs, and charts;

- how physical landforms and environmental conditions have influenced the movement of people and ideas and have shaped migration patterns;
- how population movement patterns have caused an exchange and diffusion of ideas, material goods, and diseases between the Old and New Worlds;
- how different regions of the world possess distinct physical and human characteristics and how these characteristics help shape world societies; and
- how various technological innovations have affected the ways in which people interact with the physical environment.

Objective 2 Sample Items

- 1** When U.S. engineers began the construction of the Panama Canal, one of the greatest obstacles they faced was —
- A** the threat of attack from the Panamanian army
 - B** opposition from the U.S. government
 - C*** the prevalence of mosquito-borne diseases
 - D** a lack of technological expertise

(US9)(A)

- 2** In the 1930s, drought and erosion combined to create a farming crisis in the midwestern states known as the Dust Bowl. Many midwestern farmers responded to this disaster by —
- A** employing drip irrigation techniques
 - B*** migrating to California
 - C** developing disease-resistant crops
 - D** shifting to cattle ranching

(US10)(A)

- 3** Many African countries have a mix of their traditional cultures and languages with European customs and languages largely because of —

- A*** colonialism during the 19th and 20th centuries
- B** large numbers of tourists who visit African countries
- C** the recent influence of Western political theories
- D** the spread of African nationalism

(WG1)(A)

This item measures World Geography Studies student expectation (WG1)(A). The correlating student expectation from World History Studies is (WH12)(B).

Use the diagram and your knowledge of social studies to answer the following question.



- 4 The model for Latin American cities supports the conclusion that —
- A Latin American city centers are more populated than outlying regions
 - B* the poorest residents are most distant from the city center
 - C Latin American cities maximize use of available urban landscapes
 - D environmental problems have been minimized in urban centers

(WG6)(A)

This item measures World Geography Studies student expectation (WG6)(A). The correlating student expectation from World History Studies is (WH26)(C).

TAKS Social Studies Assessment—Exit Level, Objective 3

Objective 3 consists of TEKS that focus on economic and social factors in U.S. and modern world history. The knowledge and skills statements and student expectations from the U.S. history course describe the different economic activities and changes that occurred during different periods of U.S. history, including the age of industrialization, the 1920s, the Great Depression, World War II, and the Cold War. The knowledge and skills statements and student expectations pertaining to social factors in U.S. history focus on problems of immigration, the era of reformation, and the ways people from different racial, ethnic, and religious groups helped expand economic opportunities and political rights in U.S. society.

The World Geography Studies and World History Studies TEKS listed in this objective pertain to the interaction of countries with different economic systems. When teaching the TEKS in this objective, teachers should address how industrial development contributed to a national economy that eventually suffered a major economic depression. Students should understand how periods of boom and bust led to reform and government-assistance programs. Students should also understand the economic significance of the 20th-century world wars on the United States. In addition, teachers should discuss how these social and economic changes affect American life today.

By studying the curriculum listed under Objective 3, students will understand how economic and social factors played major roles in the early historical development of the United States and in modern international societies. Understanding the economic development of the United States and modern societies in terms of the relationships among people of different racial, ethnic, and religious backgrounds prepares students to make informed decisions regarding the economy and to appreciate the diverse population of their country.

Objective 3

The student will demonstrate an understanding of economic and social influences on historical issues and events.

- (US2) **History.** The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to
 - (B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, and the rise of big business; and
 - (C) analyze social issues such as the treatment of minorities, child labor, growth of cities, and problems of immigrants.
- (US4) **History.** The student understands the effects of reform and third party movements on American society. The student is expected to
 - (B) evaluate the impact of reform leaders such as Susan B. Anthony, W.E.B. DuBois, [and Robert LaFollette] on American society.

- (US7) **History.** The student understands the impact of the American civil rights movement. The student is expected to
- (B) identify significant leaders of the civil rights movement, including Martin Luther King, Jr.
- (US13) **Economics.** The student understands significant economic developments between World War I and World War II. The student is expected to
- (A) analyze causes of economic growth and prosperity in the 1920s;
 - (B) analyze the causes of the Great Depression, including the decline in worldwide trade, the stock market crash, and bank failures;
 - (C) analyze the effects of the Great Depression on the U.S. economy and government; and
 - (E) analyze how various New Deal agencies and programs such as the Federal Deposit Insurance Corporation, [the Securities and Exchange Commission,] and Social Security continue to affect the lives of U.S. citizens.
- (US14) **Economics.** The student understands the economic effects of World War II, the Cold War, and increased worldwide competition on contemporary society. The student is expected to
- (A) describe the economic effects of World War II on the home front, including rationing, female employment, and the end of the Great Depression; and
 - (E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system.
- (US21) **Culture.** The student understands how people from various groups, including racial, ethnic, and religious groups, adapt to life in the United States and contribute to our national identity. The student is expected to
- (A) explain actions taken by people from racial, ethnic, and religious groups to expand economic opportunities and political rights in American society; and
 - (D) identify the political, social, and economic contributions of women to American society.
- (US22) **Science, technology, and society.** The student understands the impact of science and technology on the economic development of the United States. The student is expected to
- (A) explain the effects of scientific discoveries and technological innovations such as electric power, the telegraph and telephone, petroleum-based products, medical vaccinations, and computers on the development of the United States; and

- (C) analyze the impact of technological innovations on the nature of work, the American labor movement, and businesses.

(US23) **Science, technology, and society.** The student understands the influence of scientific discoveries and technological innovations on daily life in the United States. The student is expected to

- (A) analyze how scientific discoveries and technological innovations, including those in transportation and communication, have changed the standard of living in the United States.

(WG5) **Geography.** The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to

- (B) analyze political, economic, social, and demographic data to determine the level of development and standard of living in nations (correlates with WH14C).

(WG10) **Economics.** The student understands the distribution and characteristics of economic systems throughout the world. The student is expected to

- (C) compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus market-oriented agriculture or cottage industries versus commercial industries (correlates with WH14C).

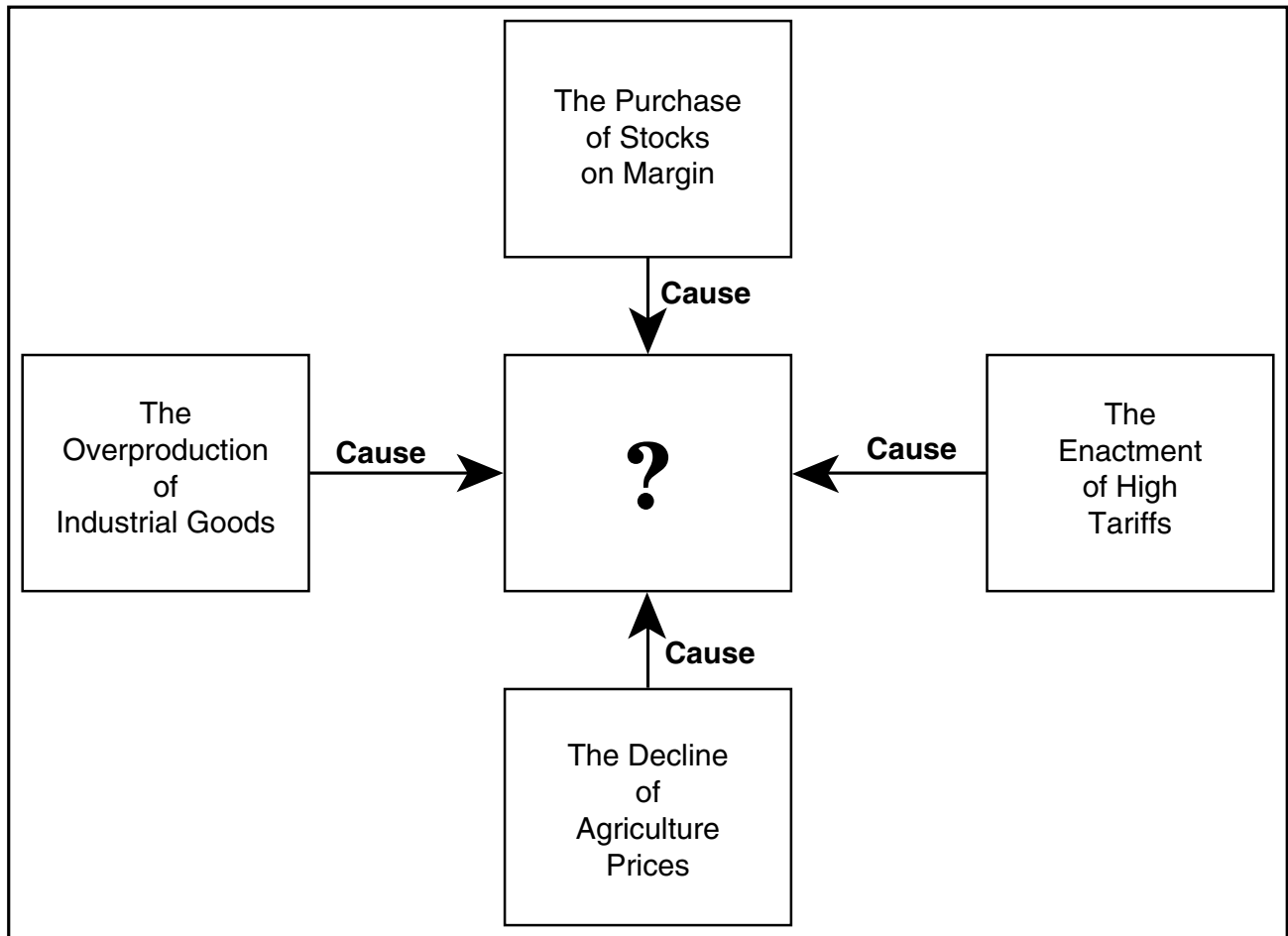
Objective 3—For Your Information

The following list contains some of the issues students must understand to respond to questions related to Objective 3:

- how to interpret maps, graphs, and other demographic data to compare and contrast or determine the level of development or standard of living of different groups of people;
- how to compare different methods of production of goods, such as subsistence agriculture versus market-oriented agriculture;
- how government leaders dealt with various economic issues during the 20th century;
- how the free-enterprise system of economics developed in the United States after Reconstruction;
- how various scientific and technological innovations have changed the standard of living in the United States since Reconstruction; and
- how women and people from various racial, ethnic, and religious groups contributed to political, social, and economic life in the United States during the 20th century.

Objective 3 Sample Items

Use the diagram and your knowledge of social studies to answer the following question.



1 Which of the following historical periods belongs in the center box?

- A The Progressive Era
- B World War I
- C* The Great Depression
- D The Cold War

(US13)(B)

Use the photograph and your knowledge of social studies to answer the following question.



Source: FDR Library

- 2 This photograph shows a female factory worker during World War II. It demonstrates that during the war, many women —

- A were not recognized for contributing to the war effort
- B were leaders in the labor movement
- C achieved economic equality in the workplace
- D* were employed in nontraditional occupations

(US14)(A)

- 3 The invention of the telegraph aided the economic development of the United States by —

- A protecting the growth of the Pony Express
- B reducing the cost of electric power
- C* increasing the speed of communication between people
- D eliminating the need for railroad transportation

(US22)(A)

- 4 Following the Industrial Revolution in the United States, the shift from making products by hand at home to producing them in factories resulted in —

- A* mass-produced goods available at a cheaper price
- B improved working conditions in factories
- C an increased demand for a highly skilled workforce
- D factory owners forming unions to aid workers

(WG10)(C)

This item measures World Geography Studies student expectation (WG10)(C). The correlating student expectation from World History Studies is (WH14)(C).

- 5 An increasing number of industrial workers joined U.S. labor unions during the late 19th century because —

- A obtaining jobs in factories had become more difficult
- B industrialists were more willing to listen to workers' grievances
- C immigration was down, increasing the demand for workers
- D* workers who organized could negotiate for better working conditions

(US2)(B)

TAKS Social Studies Assessment—Exit Level, Objective 4

Objective 4 is the political objective and consists of TEKS that focus on the growth of representative government in early America. This objective involves conflicts and challenges faced by Americans after Reconstruction, such as constitutional amendments and Supreme Court review. Objective 4 contains portions of the curriculum for the Grade 8 Social Studies and United States History Since Reconstruction courses. When teaching the student expectations in this objective, teachers should focus on how early political leaders drew inspiration from historical documents and attempted to balance regional interests while forming a national government. Teachers should also focus on how the constitutional powers of the national government continued to evolve during the 90 years following the signing of the U.S. Constitution. The knowledge and skills statements and student expectations for the high school history course are strongly associated with constitutional powers.

By studying the curriculum listed under Objective 4, students will understand the evolution of representative government in early America and how representative government works in their lives today. This study should also give students an awareness and appreciation of the U.S. Constitution and serve to promote citizenship and democratic ideals.

Objective 4

The student will demonstrate an understanding of political influences on historical issues and events.

- (8.3) **History.** The student understands the foundations of representative government in the United States. The student is expected to
 - (A) explain the reasons for the growth of representative government and institutions during the colonial period.
- (8.16) **Government.** The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to
 - (A) identify the influence of ideas from historic documents including the Magna Carta, the English Bill of Rights, [the Mayflower Compact,] the Declaration of Independence, the Federalist Papers, [and selected anti-federalist writings] on the U.S. system of government; and
 - (D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.
- (8.17) **Government.** The student understands the process of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to

- (B) describe the impact of 19th-century amendments including the 13th, 14th, and 15th amendments on life in the United States.
- (8.18) **Government.** The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to
 - (B) describe historical conflicts arising over the issue of states' rights, including the Nullification Crisis and the Civil War.
- (8.20) **Citizenship.** The student understands the rights and responsibilities of citizens of the United States. The student is expected to
 - (A) define and give examples of unalienable rights; and
 - (B) summarize rights guaranteed in the Bill of Rights.
- (8.22) **Citizenship.** The student understands the importance of the expression of different points of view in a democratic society. The student is expected to
 - (B) describe the importance of free speech and press in a democratic society.
- (US4) **History.** The student understands the effects of reform and third party movements on American society. The student is expected to
 - (A) evaluate the impact of Progressive Era reforms including [initiative, referendum, recall, and] the passage of the 16th and 17th amendments.
- (US7) **History.** The student understands the impact of the American civil rights movement. The student is expected to
 - (A) trace the historical development of the civil rights movement in the 18th, 19th, and 20th centuries, including the 13th, 14th, 15th amendments; and
 - (C) evaluate government efforts, including the Civil Rights Act of 1964 to achieve equality in the United States.
- (US17) **Government.** The student understands the impact of constitutional issues on American society in the 20th century. The student is expected to
 - (A) analyze the effects of 20th-century landmark U.S. Supreme Court decisions such as *Brown v. Board of Education*, [*Regents of the University of California v. Bakke*, and *Reynolds v. Sims*].
- (US18) **Citizenship.** The student understands efforts to expand the democratic process. The student is expected to

- (B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments.

Objective 4—For Your Information

The following list contains some of the issues students must understand to respond to questions related to Objective 4:

- how representative institutions developed during the colonial period;
- how various historical documents influenced American political leaders as they created the U.S. Constitution;
- how the U.S. Constitution reflects the following principles:
 - limited government
 - republicanism
 - checks and balances
 - federalism
 - separation of powers
 - popular sovereignty
 - individual rights;
- how all U.S. citizens possess certain rights and responsibilities;
- how the individual rights of U.S. citizens are protected;
- how the Civil Rights movement developed through the 18th, 19th, and 20th centuries;
- how the democratic process expanded through constitutional amendments; and
- how U.S. Supreme Court decisions work within the democratic process.

Objective 4 Sample Items

Use the chart and your knowledge of social studies to answer the following question.

Sequence of Events—Nullification Crisis

Congress passes the highest tariff to date.	South Carolina passes the Nullification Act and threatens to secede.	Congress allows President Andrew Jackson to use military force against South Carolina.	Congress lowers the tariff.	?
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1 What completes this sequence of events?

- A* South Carolina repeals the Nullification Act.
- B South Carolina secedes from the Union and begins the Civil War.
- C Andrew Jackson puts South Carolina under martial law.
- D Andrew Jackson reduces the number of representatives allotted to South Carolina.

(8.18)(B)

2 The ratification of the 17th Amendment in 1913 was a Progressive Era reform that gave the people a greater voice in government by —

- A setting term limits for U.S. presidents
- B requiring more judges on the Supreme Court
- C eliminating the collection of the poll tax
- D* providing for the direct election of U.S. senators

(US4)(A)

Use the excerpt and your knowledge of social studies to answer the following question.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States. . . .

—14th Amendment to the U.S. Constitution

3 The 14th Amendment was important to the Civil Rights movement because it provided constitutional justification for —

- A passage of hate-crimes legislation
- B* the end of racial segregation
- C legal recognition of the NAACP
- D the creation of affirmative-action programs

(US7)(A)

Some eighth grade student expectations will be assessed at grades 8, 10, and exit level. The following items illustrate how one concept from one grade 8 student expectation might be assessed at all three grade levels.

(8.16) **Government.** The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to

- (D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.

Grade 8 Example

One Principle of the U.S. Constitution

Checks and Balances
A system by which each branch of government limits the power of the other branches

Which of these is an example of the system of checks and balances?

- A Congress can regulate industry.
- B Governors can pardon federal prisoners.
- C* The president can veto bills passed by Congress.
- D The Supreme Court can impeach members of Congress.

Grade 10 Example

Which of the following is an example of checks and balances found in the U.S. Constitution?

- A The president can veto Supreme Court rulings.
- B* Congress must approve the appointment of federal judges.
- C Congress can pass laws.
- D The Supreme Court can impeach elected officials.

Exit Level Example

Which constitutional principle is illustrated in these headlines?

Senate Rejects
Treaty of Versailles

President Truman Vetoes
the Taft-Hartley Act

Supreme Court Declares
Minimum Wage Law
Unconstitutional

- A Federalism
- B Popular sovereignty
- C* Checks and balances
- D Individual rights

TAKS Social Studies Assessment—Exit Level, Objective 5

Objective 5 is the skills objective and consists of TEKS that focus on the use of critical-thinking skills to analyze social studies information. Critical-thinking skills are a major component of teaching all portions of the state-mandated curriculum. Social studies skills can and should be integrated into the teaching of the other four assessment objectives listed in this information booklet. The knowledge and skills statements and student expectations in this objective include a wide variety of strategies that students can employ to analyze and interpret written, visual, and statistical accounts of historical events. When teaching the student expectations in this objective, teachers should provide students with multiple opportunities to apply these strategies to both primary and secondary sources. It is only through the application of critical-thinking skills that students' understanding of American and world history is deepened.

Developing and reinforcing critical-thinking skills at this grade level provides students with the tools they need to be successful on the exit level social studies assessment. By studying the curriculum listed in Objective 5, students will understand how to apply critical-thinking skills to analyze both historical and current information throughout their lives.

Objective 5

The student will use critical thinking skills to analyze social studies information.

(US24) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to

- (A) [locate and] use primary and secondary sources [such as computer software, databases, media and news services, biographies, interviews, and artifacts] to acquire information about the United States (correlates with 8.30A and WH25B);
- (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations [and predictions], and drawing inferences and conclusions (correlates with 8.30B and WH25C);
- (C) explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context (correlates with 8.30D and WH25D); and
- (F) identify bias in written, [oral,] and visual material (correlates with 8.30F and WH25G).

(WG8) **Geography.** The student understands how people, places, and environments are connected and interdependent. The student is expected to

- (B) compare ways that humans depend on, adapt to, and modify the physical environment using [local,] state, national, and international human activities in a variety of cultural and technological contexts (correlates with WH12B and WH12C).

(WG21) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to

- (C) [construct and] interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change (correlates with WH11B and WH12C).

(WH26) **Social studies skills.** The student communicates in written, oral, and visual forms. The student is expected to

- (C) interpret [and create databases, research outlines, bibliographies, and] visuals including graphs, charts, timelines, and maps (correlates with WG21C).

Objective 5—For Your Information

The following list contains some of the issues students must understand to respond to questions related to Objective 5:

- how to use primary and secondary sources to learn about history;
- how to analyze information by using the following critical-thinking strategies:
 - sequencing
 - categorizing
 - identifying cause-and-effect relationships
 - comparing and contrasting
 - finding the main idea
 - summarizing
 - making generalizations
 - making inferences and drawing conclusions;
- how to interpret information from visual sources, such as graphs, charts, time lines, and maps;
- how to identify the different points of view that people in the past expressed about historical events; and
- how to identify bias in written and visual sources.

Objective 5 Sample Items

Use the map and your knowledge of social studies to answer the following question.

Mexico, 1821



1 According to the map, which of these groups of U.S. states were formerly part of Mexico?

- A Texas, Louisiana, Arkansas
- B* Texas, New Mexico, Arizona
- C California, Oregon, Nevada
- D California, Nevada, Arkansas

(US24)(B)

Use the excerpt and your knowledge of social studies to answer the following question.

In the councils of government, we must guard against the acquisition of unwarranted influence, whether sought or unsought, by the military-industrial complex. The potential for the disastrous rise of misplaced power exists and will persist.

— *President Dwight D. Eisenhower, Farewell Address, 1961*

- 2 The warning in President Eisenhower's speech is about the —
- A growing aerospace industry
 - B high level of defense spending
 - C number of retired military leaders in Congress
 - D* collaboration between arms producers and the government

(US24)(C)

Use the excerpt and your knowledge of social studies to answer the following question.

By spraying a thin film of oil on the water's surface, [sanitary workers] smothered any mosquito larvae that might be living there. Using techniques that William Gorgas developed, . . . workers fumigated buildings, removed standing water, installed door and window screens, and cut grass.

— *Smithsonian Institution Libraries: Make the Dirt Fly*

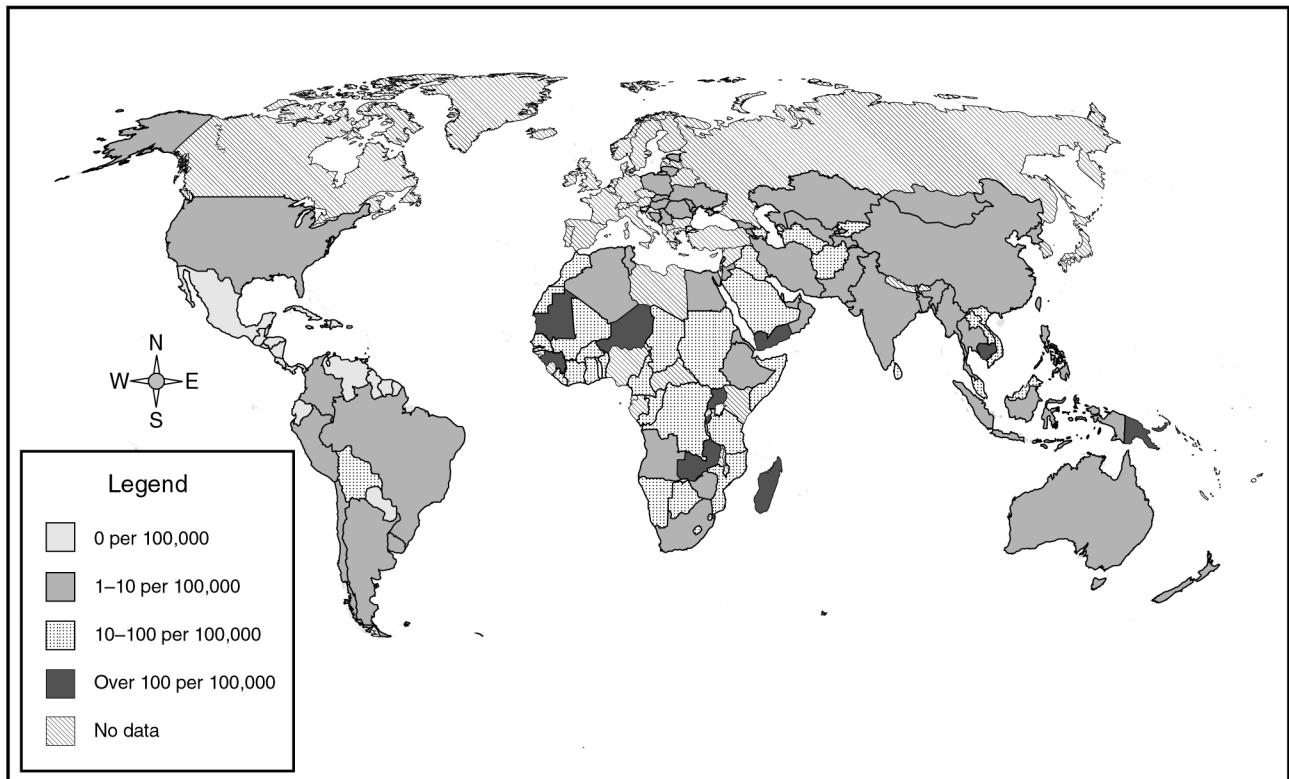
- 3 The excerpt above refers to the U.S. effort to —
- A exploit workers building the Panama Canal
 - B* create a safer environment for workers building the Panama Canal
 - C develop the heavy industry necessary to build the Panama Canal
 - D use diplomacy to gain the rights necessary for building the Panama Canal

(WG8)(B)

This item measures World Geography Studies student expectation (WG8)(B). The correlating student expectations from World History Studies are (WH12)(B) and (WH12)(C).

Use the map and your knowledge of social studies to answer the following question.

Reported Incidents of Measles per 100,000 People, 1999



Source: World Health Organization

- 4 It can be inferred from the map that —
- A South America has eliminated the threat of measles
 - B measles epidemics originate in Asia
 - C Asia has the lowest incidence of reported measles outbreaks
 - D* Africa has a lower rate of immunization against measles than other continents have

(WH26)(C)

This item measures World History Studies student expectation (WH26)(C). The correlating student expectation from World Geography Studies is (WG6)(A).

Appendix: TAKS Correlation Guide

How to Read the World History Studies and World Geography Studies TAKS Correlation Guide

Texas high school students are required to earn three and one-half social studies credits to satisfy the Recommended High School Graduation Program. All students must earn one credit for completing the United States History Since Reconstruction course and one-half credit for completing the United States Government course. Students must also earn one credit each for completing the World Geography Studies course and the World History Studies course. Students are required to earn two and one-half social studies credits to satisfy the minimum graduation plan. However, students permitted to graduate by following the minimum graduation plan must earn one credit from one of the world studies courses in addition to the United States History Since Reconstruction course. Both the tenth grade assessment and the exit level assessment include TEKS from both World History Studies and World Geography Studies. Since high school students following the minimum graduation plan are not required to take both of these courses, the student expectations eligible for assessment from each course are grouped with one or more correlating student expectations from the other course. The object of the correlation system is to ensure that students who have taken either world studies course will be prepared to answer items developed from the World History Studies and World Geography Studies TEKS.

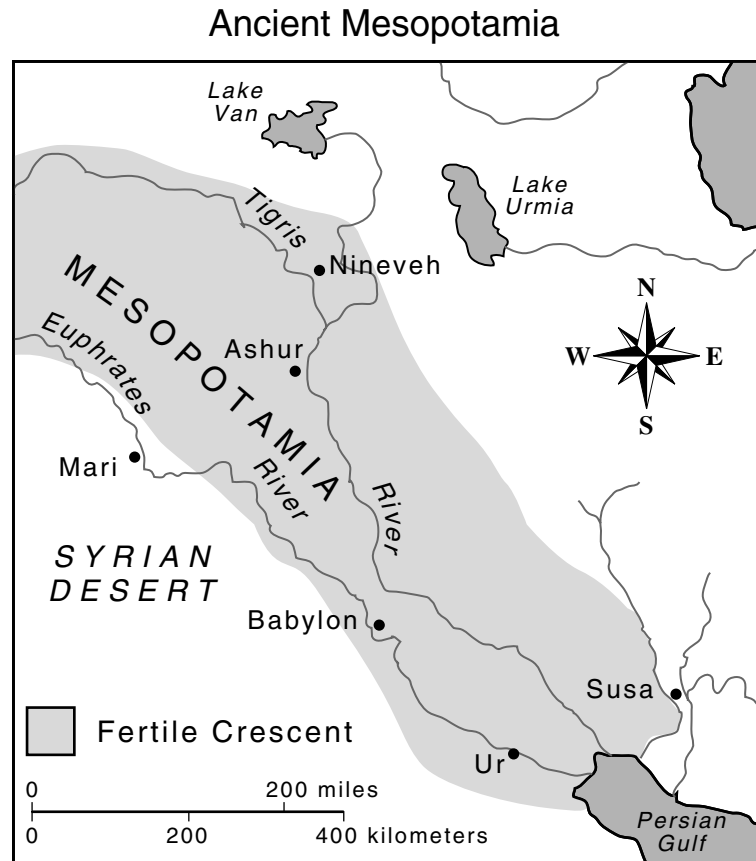
World History Studies and World Geography Studies TEKS knowledge and skills strands and student expectations are included in Objectives 2, 3, and 5 on the tenth grade assessment and the exit level assessment. For consistency, the World Geography Studies TEKS are listed in the left column, and the World History Studies TEKS are listed in the right column. A sample is illustrated below.

World Geography and World History Correlating TEKS

World Geography Studies Student Expectation	World History Studies Student Expectation
<i>(WG6) Geography. The student understands the types and patterns of settlement, the factors that affect where people settle, and processes of settlement development over time. The student is expected to</i> (A) [locate settlements and] observe patterns in the size and distribution of cities using maps, graphics, and other information.	<i>(WH26) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to</i> (C) interpret [and create databases, research outlines, bibliographies, and] visuals including graphs, charts, timelines, and maps.

This item measures World Geography Studies student expectation WG6A. The correlating student expectation from World History Studies for WG6A is WH26C. Students receiving instruction in either of these student expectations should be prepared to answer the item correctly.

Use the map and your knowledge of social studies to answer the following question.



- 00 Based on the map, what conclusion can be drawn regarding the locations of cities in ancient Mesopotamia?
- A They were along the shore of the Persian Gulf.
 - B They were clustered between Lake Urmia and Lake Van.
 - C They were located in the Syrian Desert.
 - D* They were located near the Tigris and Euphrates rivers.

World Geography Studies and World History Studies

TAKS Correlations Guide

The following TAKS Correlations Guide is offered as a resource to teachers who teach World Geography Studies and/or World History Studies. The knowledge and skills statements and student expectations for World Geography Studies TEKS are listed in the left-hand column, while the World History Studies TEKS are listed in the right-hand column. When preparing lesson plans or planning units around these TEKS, world geography and world history teachers should consider the correlating TEKS from the other course. Test items will be designed for these TEKS so that students taking either course should be prepared to respond.

Objective 2

The student will demonstrate an understanding of geographic influences on historical issues and events.

World Geography Student Expectation	World History Student Expectation
<p><i>(WG1) History. The student understands how geographic contexts (the geography of places in the past) and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to</i></p> <p>(A) analyze the effects of physical and human geographic patterns and processes on events in the past [and describe their effects on present conditions, including significant physical features and environmental conditions that influenced migration patterns in the past and shaped the distribution of culture groups today];</p>	<p><i>(WH12) Geography. The student understands the impact of geographic factors on major historic events. The student is expected to</i></p> <p>(B) analyze the effects of physical and human geographic factors on major events in world history [such as the effects of the opening of the Suez Canal on world trade patterns].</p>

Objective 2 (continued)

The student will demonstrate an understanding of geographic influences on historical issues and events.

World Geography Student Expectation	World History Student Expectation
<p>(WG1) History. <i>The student understands how geographic contexts (the geography of places in the past) and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to</i></p> <p>(B) trace the spatial diffusion of a phenomenon and describe its effects on regions of contact such as the spread of bubonic plague, the diffusion and exchange of foods between the New and Old Worlds, [or the diffusion of American slang].</p>	<p>(WH11) Geography. <i>The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to</i></p> <p>(B) [pose and] answer questions about geographic distributions and patterns in world history shown on maps, graphs, charts, models, and databases.</p>
World Geography Student Expectation	World History Student Expectation
<p>(WG6) Geography. <i>The student understands the types and patterns of settlement, the factors that affect where people settle, and processes of settlement development over time. The student is expected to</i></p> <p>(A) [locate settlements and] observe patterns in the size and distribution of cities using maps, graphics, and other information.</p>	<p>(WH26) Social studies skills. <i>The student communicates in written, oral, and visual forms. The student is expected to</i></p> <p>(C) interpret [and create databases, research outlines, bibliographies, and] visuals including graphs, charts, timelines, and maps.</p>

Objective 2 (continued)

The student will demonstrate an understanding of geographic influences on historical issues and events.

World Geography Student Expectation	World History Student Expectation
<p><i>(WG21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to</i></p> <p>(C) [construct and] interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change.</p> <p><i>Note: This correlation will not be included on the exit level test.</i></p>	<p><i>(WH12) Geography. The student understands the impact of geographic factors on major historic events. The student is expected to</i></p> <p>(C) interpret historical [and contemporary] maps to identify and explain geographic factors [such as control of the Straits of Hormuz] that have influenced people and events in the past.</p>

Objective 2 (continued)

The student will demonstrate an understanding of geographic influences on historical issues and events.

World Geography Student Expectation	World History Student Expectation
<p><i>(WG19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to</i></p> <p>(A) evaluate the significance of major technological innovations, including fire, steam power, diesel machinery, and electricity that have been used to modify the physical environment.</p> <p><i>(WG20) Science, technology, and society. The student understands how technology affects definitions of, access to, and use of resources. The student is expected to</i></p> <p>(A) describe the impact of new technologies, [new markets, and revised perceptions of resources].</p>	<p><i>(WH23) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies throughout history. The student is expected to</i></p> <p>(A) give examples of [major mathematical and scientific discoveries and] technological innovations that occurred at different periods in history and describe the changes produced by these discoveries and innovations.</p>

Objective 3

The student will demonstrate an understanding of economic and social influences on historical issues and events.

World Geography Student Expectation	World History Student Expectation
<p><i>(WG5) Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to</i></p> <p>(B) analyze political, economic, social, and demographic data to determine the level of development and standard of living in nations.</p>	<p><i>(WH14) Economics. The student understands the historic origins of contemporary economic systems. The student is expected to</i></p> <p>(C) compare the relationships between and among contemporary countries with differing economic systems.</p>
World Geography Student Expectation	World History Student Expectation
<p><i>(WG10) Economics. The student understands the distribution and characteristics of economic systems throughout the world. The student is expected to</i></p> <p>(C) compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus market-oriented agriculture or cottage industries versus commercial industries.</p>	<p><i>(WH14) Economics. The student understands the historic origins of contemporary economic systems. The student is expected to</i></p> <p>(C) compare the relationships between and among contemporary countries with differing economic systems.</p>

Objective 3 *(continued)*

The student will demonstrate an understanding of economic and social influences on historical issues and events.

World Geography Student Expectation	World History Student Expectation
<p><i>(WG18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to</i></p> <p>(A) describe the impact of general processes such as migration, war, trade, independent inventions, and diffusion of ideas and motivations on cultural change.</p> <p><i>Note: This correlation will not be included on the exit level test.</i></p>	<p><i>(WH1) History. The student understands traditional points of reference in world history. The student is expected to</i></p> <p>(B) identify changes that resulted from important turning points in world history such as the development of farming; [the Mongol invasions;] the development of cities; [the European age of exploration and colonization;] the scientific and industrial revolutions; the political revolutions of the 18th, 19th, and 20th centuries; and the world wars of the 20th century.</p>

Objective 5

The student will use critical thinking skills to analyze social studies information.

World Geography Student Expectation	World History Student Expectation
<p><i>(WG8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to</i></p> <p>(B) compare ways that humans depend on, adapt to, and modify the physical environment using [local,] state, national, and international human activities in a variety of cultural and technological contexts.</p>	<p><i>(WH12) Geography. The student understands the impact of geographic factors on major historic events. The student is expected to</i></p> <p>(B) analyze the effects of physical and human geographic factors on major events in world history [such as the effects of the opening of the Suez Canal on world trade patterns].</p> <p>(C) interpret historical [and contemporary] maps to identify and explain geographic factors [such as control of the Straits of Hormuz] that have influenced people and events in the past.</p>

Objective 5 (continued)

The student will use critical thinking skills to analyze social studies information.

World Geography Student Expectation	World History Student Expectation
<p><i>(WG21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to</i></p> <p>(C) [construct and] interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change.</p>	<p><i>(WH11) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to</i></p> <p>(B) [pose and] answer questions about geographic distributions and patterns in world history shown on maps, graphs, charts, models, and databases.</p> <p><i>(WH12) Geography. The student understands the impact of geographic factors on major historic events. The student is expected to</i></p> <p>(C) interpret historical [and contemporary] maps to identify and explain geographic factors [such as control of the Straits of Hormuz] that have influenced people and events in the past.</p>

Objective 5 (continued)

The student will use critical thinking skills to analyze social studies information.

World Geography Student Expectation	World History Student Expectation
<p><i>(WG21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to</i></p> <p>(A) use historical, geographic, and statistical information from a variety of sources such as databases, field interviews, media services, and questionnaires to answer geographic questions and infer geographic relationships;</p> <p><i>Note: This correlation will not be included on the exit level test.</i></p>	<p><i>(WH25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to</i></p> <p>(C) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations [and predictions,] and drawing inferences and conclusions.</p>
World Geography Student Expectation	World History Student Expectation
<p><i>(WG21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to</i></p> <p>(C) [construct and] interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change.</p>	<p><i>(WH26) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to</i></p> <p>(C) interpret [and create databases, research outlines, bibliographies, and] visuals including graphs, charts, timelines, and maps.</p>

The Texas Education Agency maintains a website that hosts multiple products to assist educators in preparing for the Texas Assessment of Knowledge and Skills, or TAKS. The following page is an example from an instructional correlation guide. This document will assist educators in understanding the world geography and world history correlations tested at tenth grade and exit level, indicated in the first and second columns. Note that the third column offers examples of common concepts between world geography and world history, while the fourth column provides examples of clarifying instructional strategies. To download the complete document, plus many other products, consult the website at:

<http://socialstudies.tea.state.tx.us>

World Geography Studies and World History Studies

TAKS Correlations

Each student expectation listed from one of these world social studies courses is followed by a correlate student expectation from the other world social studies course. Each correlation contains common knowledge and skills. These correlations indicate how students taking either World Geography Studies or World History Studies will be prepared to demonstrate proficiency of the designated knowledge and skills statement.

Objective 3

The student will demonstrate an understanding of economic and social influences on historical issues and events.

World Geography Student Expectation	World History Student Expectation	Examples of Common Concepts in WG/WH	Examples of Clarifying Strategies
<p>(WG5) Geography. <i>The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to</i></p> <p>(B) analyze political, economic, social, and demographic data to determine the level of development and standard of living in nations.</p>	<p>(WH14) Economics. <i>The student understands the historic origins of contemporary economic systems. The student is expected to</i></p> <p>(C) compare the relationships between and among contemporary countries with differing economic systems.</p>	<p>Economic systems:</p> <ul style="list-style-type: none"> characteristics of differing systems levels of economic development standard of living 	<ol style="list-style-type: none"> Compare the three main types of contemporary economic systems based on a continuum of economic development from rural/agricultural to urban/industrial. Examples: –<i>Traditional</i>: the one-crop economy of Ghana –<i>Market</i>: the free-enterprise economy of the United States –<i>Command</i>: the government-managed economy of China Compare/contrast the standard of living in each country based on: –per capita income –mortality rate/life span –literacy rate Make generalizations about the relationships between and among economic systems, levels of economic development, and standard of living.